## AIM(S) of the PHASE-2/ COMMITTEE-5

1.	In this committee, it is aimed that the students comprehend the embryonic development,
	anatomical and histological structure of the excretory, reproductive and endocrine
	systems.
2.	In this committee, it is aimed that the students comprehend the structure, synthesis and
	action mechanisms of hormones.
3.	In this committee, it is aimed that the students explain the functions of the excretory,
	reproductive and endocrine systems physiologically, interpret their clinical
	connections, and comprehend the functions of the endocrine organs involved in the
	regulation of growth-development and reproduction.
4.	In this committee, it is aimed that the students will be able to learn, compare and
	interpret the classifications, structural features, pathogenesis, diseases caused,
	prevention and treatment of fungi and parasites that have medical importance.
5.	In this committee, it is aimed that students gain the skills of intramuscular,
	subcutaneous and intradermal injections, vascular access, blood collection, serum
	insertion, intravenous injection, wound care and suturing, basic life support in adults,
	intubation and recovery positioning.
6.	In this committee, it is aimed to strengthen the basic competencies of the students in the
	fields of "Showing a Scientific and Analytical Approach" and "Lifelong Learning", which
	are two main competence areas related to individual and professional development.

## **OBJECTIVE(S) of the PHASE-2/COMMITTEE-**

1.	To be able to describe the anatomy, function, vessels and innervation of endocrine
	organs and to be able to show these structures in the laboratory.
2.	To be able to describe the anatomy, function, vessels and innervation of the bladder,
	kidney and adrenal gland and to show these structures in the laboratory.
3.	To be able to explain the anatomy of the ureter and urethra, its strictures, crossings,
	neighborhoods, vascularization and innervation and show it in the laboratory.
4.	To be able to explain the anatomical structure of female and male internal and
	external genital organs and to be able to show these structures in the laboratory.
5.	To be able to identify pelvic arteries, veins and lymphatics and to be able to
	demonstrate these structures in the laboratory
6.	To be able to identify the muscles, fascia, vessels and nerves of the perineum and to
	be able to demonstrate these structures in the laboratory
7.	To be able to count the structure of the nephron, the histological layers and cells of
	the organs that make up the urinary system.
8.	To be able to fully enumerate the structures in which the urinary system organs
	develop.
9.	To be able to fully explain all organs, histological layers, cells and functions of the
	male and female reproductive system.
10.	To be able to fully enumerate the structures in which male and female reproductive
	system organs develop, to be able to fully explain the organs of the endocrine system,
	histological layers of organs, cells and their functions.
11.	To be able to fully enumerate the structures in which the endocrine system organs
	develop.
12.	To be able to explain the hemodynamic properties of renal circulation and the
	functional importance of these properties.
13.	To be able to list the mechanisms of filtration of fluids in the kidney and the factors
	affecting it.
14.	To be able to explain the reabsorption and secretion mechanisms and the formation of
	urine along the renal tubules.
15.	To be able to explain and interpret the functional mechanisms of micturition.
16.	To be able to explain the physiopathology of acidosis and alkalosis.
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17.	To be able to explain the general and structural properties, synthesis and metabolism,
	mechanism of action and place of action of hormones.
18.	To be able to interpret the interactions of hormones with each other and the control of
	their secretion.
19.	To be able to explain the functions, periods and tissues of hormones that are effective
	on growth and development.
20.	To be able to explain the functions of hormones involved in the regulation of
	metabolism and to be able to explain the metabolic steps in which they are effective.
21.	To be able to count the functions of hormones that function in the regulation of body
	fluid-electrolyte and ion balance.
22.	To be able to explain the effects of hormones that contribute to the adaptation of the
	organism to various stress situations.
23.	To be able to interpret the mechanisms of regulation of reproductive function in men
	and women by explaining the hormonal changes that occur during the process of
	gaining reproductive function and the results of these changes.
24.	To be able to explain the causes of hormonal and systemic changes that occur during
	pregnancy, to be able to explain the mechanisms that contribute to the birth and
	lactation.
25.	To be able to explain the biochemical properties and signaling mechanisms of
	hormones.
26.	To be able to explain the general and structural features, synthesis and metabolism,
	mechanism of action and place of action of adrenal cortex and adrenal medulla
	hormones, sex gland hormones, calcium metabolism regulating hormones, pituitary
	and hypothalamic hormones, pancreatic hormones, gastrointestinal hormones and
	thyroid hormones, and interpret their clinical situations.
27.	To be able to explain the properties of kidney tissue biochemistry, to count function
	tests and to explain the purpose of use.
28.	To be able to classify medicinally important mushrooms and describe their structural
	features.
29.	To be able to explain, compare and interpret the pathogenesis, diseases caused,
	prevention and treatment of fungi of medical importance.
30.	To be able to explain basic information about antimycotic drugs.
31.	To be able to explain the classification and structural features of parasites of medical

	importance.
32.	To be able to explain, compare and interpret the pathogenesis, diseases caused,
	prevention and treatment of parasites of medical importance.
33.	To be able to describe basic information about antiparasitic drugs
34.	To be able to count the steps of intramuscular, subcutaneous and intradermal
	injection applications, respectively, and to be able to apply them on the model.
35.	To be able to count the steps of vascular access, blood collection, serum insertion and
	intravenous injection applications, respectively, and to be able to apply them on the
	model.
36.	To be able to count the steps of wound care and suturing application, respectively,
	and to be able to apply them on the model.
37.	To be able to count the steps of basic life support, intubation and recovery position in
	adults, respectively, and to be able to apply them on the model.
38.	To be able to compile scientific data, summarize with tables and graphs, analyze
	scientific data with appropriate methods and to be able to interpret the results, which
	are included in Basic Medicine Practices.
39.	To be able to plan a research using scientific principles and methods
40.	To be able to access current literature information and read it with a critical eye, to be
	able to apply the principles of evidence-based medicine in clinical decision making
	process.
41.	To be able to interpret the health level of the service area using health level indicators
42.	To be able to work within the scope of learner-centered practices, communication,
	time management, questioning perspective, to be able to focus on different interests
	and getting to know the target area for career choice.
43.	To be able to demonstrate effective communication and presentation skills by
	working more closely in small groups within teamwork

## INTENDED LEARNING OUTCOME(S) PHASE-2/ COMMITTEE-5

1.	Can describe the anatomy, function, vessels and innervation of endocrine organs and
	can show these structures in the laboratory.
2.	Can describe the anatomy, function, vessels and innervation of the bladder, kidney and
	adrenal gland and to show these structures in the laboratory.
3.	Can explain the anatomy of the ureter and urethra, its strictures, crossings,
	neighborhoods, vascularization and innervation and show it in the laboratory.
4.	Can explain the anatomical structure of female and male internal and external genital
	organs and can show these structures in the laboratory.
5.	Can identify pelvic arteries, veins and lymphatics and can demonstrate these structures
	in the laboratory
6.	Can identify the muscles, fascia, vessels and nerves of the perineum and can
	demonstrate these structures in the laboratory
7.	Can count the structure of the nephron, the histological layers and cells of the organs
	that make up the urinary system.
8.	Can fully enumerate the structures in which the urinary system organs develop.
9.	Can fully explain all organs, histological layers, cells and functions of the male and
	female reproductive system.
10.	Can fully enumerate the structures in which male and female reproductive system
	organs develop, can fully explain the organs of the endocrine system, histological
	layers of organs, cells and their functions.
11.	Can fully enumerate the structures in which the endocrine system organs develop.
12.	Can explain the hemodynamic properties of renal circulation and the functional
	importance of these properties.
13.	Can list the mechanisms of filtration of fluids in the kidney and the factors affecting it.

14.	Can explain the reabsorption and secretion mechanisms and the formation of urine
	along the renal tubules.
15.	Can explain and interpret the functional mechanisms of micturition.
16.	Can explain the physiopathology of acidosis and alkalosis.
17.	Can explain the general and structural properties, synthesis and metabolism,
	mechanism of action and place of action of hormones.
18.	Can interpret the interactions of hormones with each other and the control of their
	secretion.
19.	Can explain the functions, periods and tissues of hormones that are effective on growth
	and development.
20.	Can explain the functions of hormones involved in the regulation of metabolism and
	can explain the metabolic steps in which they are effective.
21.	Can count the functions of hormones that function in the regulation of body fluid-
	electrolyte and ion balance.
22.	Can explain the effects of hormones that contribute to the adaptation of the organism
	to various stress situations.
23.	Can interpret the mechanisms of regulation of reproductive function in men and
	women by explaining the hormonal changes that occur during the process of gaining
	reproductive function and the results of these changes.
24.	Can explain the causes of hormonal and systemic changes that occur during
	pregnancy, can explain the mechanisms that contribute to the birth and lactation.
25.	Can explain the biochemical properties and signaling mechanisms of hormones.
26.	Can explain the general and structural features, synthesis and metabolism, mechanism
	of action and place of action of adrenal cortex and adrenal medulla hormones, sex
	gland hormones, calcium metabolism regulating hormones, pituitary and
	hypothalamic hormones, pancreatic hormones, gastrointestinal hormones and thyroid
	hormones, and interpret their clinical situations.
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	explain the purpose of use.
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	applications, respectively, and can apply them on the model.
35.	Can count the steps of vascular access, blood collection, serum insertion and
	intravenous injection applications, respectively, and can apply them on the model.
36.	Can count the steps of wound care and suturing application, respectively, and can
	apply them on the model.
37.	Can count the steps of basic life support, intubation and recovery position in adults,
	respectively, and can apply them on the model.
38.	Can compile scientific data, summarize with tables and graphs, analyze scientific data
	with appropriate methods and can interpret the results, which are included in Basic
	Medicine Practices.
39.	Can plan a research using scientific principles and methods
40.	Can access current literature information and read it with a critical eye, can apply the
	principles of evidence-based medicine in clinical decision-making process.
41.	Can interpret the health level of the service area using health level indicators
42.	Can work within the scope of learner-centered practices, communication, time
	management, questioning perspective, can focus on different interests and getting to
	know the target area for career choice
43.	Can demonstrate effective communication and presentation skills by working more
	closely in small groups within teamwork